



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

8033 N 27th Ave, Phoenix, AZ 85051

Washington Elementary School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing
2004-05 Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. David McNeil
Schedule : 07:15 AM to 03:15 PM
Grades : Pre-K-6
Web Address : www.wesd.k12.az.us
Phone Number : (602) 347-3400
Fax Number : (602) 347-3420
E-mail : dmcneil@wa.wesd.k12.az.us

Mission

Washington School's mission is to provide children the opportunity to achieve academic and life skills which will lead to becoming successful members of society. This is achieved through the cooperation of staff, parents, students and community.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 Out of Improvement

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Teachers will implement the revised science and math curricula, and will plan instruction using the newly adopted mathematics materials in order to improve student achievement.
- ü Teachers will implement and complete activities designed to enable parents, students, teachers and community the opportunity to participate in and/or be informed of the school improvement process.
- ü Teachers will analyze assessment data for data-driven decision-making to increase student achievement.

Enrollment

October 1, 2005 School Year Student Enrollment : 1103
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 10

Washington Elementary School

Instructional Programs

- Ü Art/Music/Physical Education
- Ü Technology/Teaching Learning Stations
- Ü Drug/Tobacco/Alcohol Prevention Programs
- Ü On-site Special Education Program
- Ü 21st Century Afterschool Program
- Ü Zoo Phonics/Soar to Success
- Ü Literacy Lab
- Ü Full Day Kindergarten

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 3 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Our school strives to provide: A safe environment, consistent leadership, effective instructional practices, student achievement, a welcoming community, and personal and professional development.

Parents

Parents are responsible for their children's school attendance. They should provide proper nourishment, clothing, and hygiene/medical/dental care for their children. We expect parents to be cooperative partners in their children's education.

Transportation Policy

Bus riding is a privilege extended to students through Board Policy. The Transportation Department is responsible for transporting students safely to and from school and school-related activities. The department is committed to providing its employees with ongoing training to successfully carry out its responsibilities. Students shall conform to all policies and regulations relating to conduct on school buses so that a safe and friendly environment may be maintained.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Special Olympics Award	2001
Ü Arts and Humanities Grant	2001
Ü Reading Is Fundamental (Schoolwide)	2004
Ü Project GOAL - Grade One At The Library	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	188	2709	80010	98	100	99	418	435	447	23	15	10	29	24	18	43	49	53	5	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	89	1273	38935	100	100	99	418	435	447	19	13	9	33	25	19	44	50	55	4	12	17
Male	99	1436	40974	97	100	98	418	435	448	26	16	11	26	23	18	41	49	52	6	12	19
African American	14	173	4201	100	100	99	415	422	430	21	22	17	29	27	23	50	43	51	NA	8	9
Hispanic	125	1275	34545	98	100	99	416	422	432	23	20	14	34	30	24	38	46	53	6	5	9
Asian/Pacific Islander	NC	85	2068	NC	100	99	NC	449	474	NC	8	4	NC	20	10	NC	51	50	NC	21	36
American Indian/Alaskan Native	12	105	3979	100	100	96	416	423	424	17	16	17	33	30	30	50	49	47	NA	5	6
White	35	1071	35142	100	100	99	428	453	465	26	8	5	11	17	11	54	54	56	9	21	28
Students with Disabilities	22	385	10161	100	100	93	387	406	419	59	35	28	14	32	28	27	28	36	NA	5	8
Students without Disabilities	166	2324	69849	98	100	100	422	439	451	18	11	7	31	23	17	45	53	56	6	13	19
Limited English Proficient Students	75	774	14013	96	99	97	397	409	413	37	26	24	39	36	34	23	36	39	1	1	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	188	1854	39029	98	99	98	418	426	432	23	18	14	29	29	25	43	47	52	5	6	9
Non-Economically Disadvantaged	--	855	40981	--	100	100	--	455	462	--	9	6	--	14	13	--	54	54	--	23	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	188	2701	79438	98	100	98	425	438	451	21	14	9	33	29	24	42	51	56	4	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	89	1271	38775	100	100	99	430	444	457	16	11	7	33	28	22	46	53	58	6	8	13
Male	99	1430	40560	97	100	97	420	433	446	26	17	12	33	29	25	38	49	54	2	5	9
African American	14	172	4178	100	100	98	440	428	439	21	22	13	14	23	29	57	53	52	7	2	6
Hispanic	125	1272	34297	98	100	98	422	424	434	21	19	14	38	36	31	38	42	50	3	3	5
Asian/Pacific Islander	NC	85	2063	NC	100	99	NC	453	475	NC	6	3	NC	28	15	NC	56	63	NC	9	20
American Indian/Alaskan Native	12	104	3940	100	100	95	408	428	429	33	15	14	25	30	36	42	53	47	NA	2	3
White	35	1068	34887	100	100	98	433	456	471	20	8	4	23	20	15	51	61	63	6	11	18
Students with Disabilities	22	377	9588	100	99	88	379	399	416	64	43	30	23	30	32	14	24	34	NA	3	5
Students without Disabilities	166	2324	69850	98	100	100	431	444	456	16	10	7	34	28	23	46	55	59	4	7	12
Limited English Proficient Students	75	774	13856	96	99	96	397	406	407	37	28	27	44	44	43	19	28	29	NA	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	188	1849	38685	98	99	97	425	429	435	21	17	14	33	33	32	42	46	50	4	4	5
Non-Economically Disadvantaged	--	852	40753	--	100	99	--	458	467	--	7	5	--	19	16	--	62	62	--	12	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	187	2700	79971	98	100	99	378	413	423	21	11	8	58	43	41	20	44	49	1	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	89	1272	38974	100	100	99	392	427	437	15	7	5	60	36	33	25	53	57	1	3	4
Male	98	1428	40895	96	100	98	365	401	410	28	13	10	57	50	47	15	36	41	NA	1	2
African American	14	172	4203	100	100	99	382	406	411	14	13	11	57	49	45	29	37	43	NA	1	2
Hispanic	125	1269	34481	98	99	99	380	403	410	18	13	10	63	47	46	18	39	43	1	1	1
Asian/Pacific Islander	NC	85	2067	NC	100	99	NC	428	449	NC	8	4	NC	31	28	NC	60	60	NC	1	8
American Indian/Alaskan Native	12	105	3995	100	100	96	370	399	409	33	14	10	50	51	47	17	34	42	NA	NA	1
White	34	1069	35150	97	100	99	368	426	437	32	7	5	47	38	35	21	51	56	NA	3	5
Students with Disabilities	22	382	10258	100	100	94	278	355	377	73	33	23	23	48	51	5	18	25	NA	1	1
Students without Disabilities	165	2318	69713	98	100	100	391	422	429	15	7	5	63	43	39	22	48	52	1	2	3
Limited English Proficient Students	75	772	13985	96	99	97	353	387	382	31	18	18	61	52	54	8	30	27	NA	0	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	187	1850	38994	98	99	98	378	405	409	21	12	10	58	48	47	20	39	41	1	1	1
Non-Economically Disadvantaged	--	850	40977	--	100	100	--	431	437	--	7	5	--	34	34	--	55	56	--	4	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	146	2820	80147	99	100	99	449	468	482	21	14	11	29	22	17	44	49	49	6	15	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	80	1371	39281	99	100	99	454	469	483	15	12	9	31	24	17	48	50	50	6	15	24
Male	66	1448	40780	100	100	98	443	468	482	29	16	12	26	21	17	39	48	48	6	15	24
African American	13	182	4249	93	100	99	442	449	464	31	19	17	23	30	22	38	46	48	8	5	13
Hispanic	89	1209	33494	99	100	99	451	455	466	19	19	15	29	27	23	46	44	49	6	9	14
Asian/Pacific Islander	NC	101	2103	NC	100	99	NC	485	515	NC	9	4	NC	16	8	NC	56	44	NC	19	45
American Indian/Alaskan Native	12	108	4117	100	99	96	442	458	456	25	15	19	33	27	27	33	53	46	8	6	8
White	28	1220	36122	100	100	99	447	484	501	25	8	5	29	16	10	39	53	50	7	23	35
Students with Disabilities	20	447	10295	100	99	92	399	436	443	75	36	33	15	28	26	10	31	33	NA	5	8
Students without Disabilities	126	2373	69852	99	100	100	457	474	488	13	10	7	31	21	16	49	52	51	7	17	26
Limited English Proficient Students	54	625	12722	98	100	97	432	436	441	28	29	27	41	35	33	30	34	37	2	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	144	1837	38371	98	99	97	450	458	465	20	17	15	29	26	23	44	47	49	6	9	13
Non-Economically Disadvantaged	NC	983	41776	NC	100	100	NC	487	498	NC	7	6	NC	15	11	NC	52	49	NC	26	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	147	2816	79686	100	100	98	437	458	470	22	15	11	35	29	24	41	52	57	1	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	81	1372	39163	100	100	99	446	463	475	12	12	9	37	28	22	48	55	60	2	5	10
Male	66	1443	40438	100	99	97	426	453	465	35	18	13	33	29	25	32	49	54	NA	4	7
African American	14	183	4228	100	100	98	421	446	458	29	19	15	29	34	28	43	46	53	NA	1	4
Hispanic	89	1208	33299	99	100	98	439	443	452	19	21	17	42	35	32	37	43	47	2	1	3
Asian/Pacific Islander	NC	101	2097	NC	100	99	NC	459	490	NC	12	5	NC	26	13	NC	60	68	NC	2	14
American Indian/Alaskan Native	12	108	4087	100	99	96	427	448	446	33	15	16	33	41	38	33	42	44	NA	3	2
White	28	1216	35914	100	99	98	440	475	489	29	9	5	21	21	15	50	62	67	NA	8	14
Students with Disabilities	20	442	9808	100	98	87	383	418	432	80	46	35	10	31	32	10	23	30	NA	1	3
Students without Disabilities	127	2374	69878	100	100	100	445	465	475	13	10	8	39	28	23	46	57	61	2	5	9
Limited English Proficient Students	55	626	12594	100	100	96	411	419	422	33	35	34	51	44	45	16	21	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	145	1839	38095	99	99	97	438	447	452	21	19	17	36	34	32	41	46	48	1	2	3
Non-Economically Disadvantaged	NC	977	41591	NC	100	99	NC	479	486	NC	8	6	NC	20	16	NC	63	65	NC	9	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	147	2835	80372	100	100	99	438	465	475	14	7	4	38	34	30	48	59	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	81	1378	39452	100	100	99	463	479	488	6	4	3	31	28	22	62	67	72	1	2	3
Male	66	1456	40836	100	100	98	408	451	464	23	9	6	47	39	37	30	50	56	NA	1	1
African American	14	184	4264	100	100	99	410	457	465	29	9	5	21	32	35	50	59	59	NA	1	1
Hispanic	89	1213	33608	99	100	99	444	453	462	10	9	6	38	39	36	52	51	57	NA	1	1
Asian/Pacific Islander	NC	100	2098	NC	99	99	NC	482	500	NC	3	2	NC	28	16	NC	65	75	NC	4	7
American Indian/Alaskan Native	12	108	4128	100	99	97	415	461	464	17	8	4	58	32	39	25	59	56	NA	NA	1
White	28	1230	36213	100	100	99	440	477	489	18	4	2	39	29	22	39	65	72	4	1	3
Students with Disabilities	20	457	10526	100	100	94	342	414	427	50	21	15	45	53	53	5	26	31	NA	NA	1
Students without Disabilities	127	2378	69846	100	100	100	453	474	482	8	4	3	37	30	26	54	65	69	1	1	2
Limited English Proficient Students	55	629	12747	100	100	97	407	427	432	22	15	12	45	50	52	33	35	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	145	1850	38521	99	100	98	440	455	461	12	8	6	39	39	38	48	52	55	1	1	1
Non-Economically Disadvantaged	NC	985	41851	NC	100	100	NC	483	489	NC	4	3	NC	24	22	NC	70	72	NC	2	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	149	2774	79306	100	100	99	458	487	504	37	19	13	34	26	20	26	45	49	3	10	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	79	1319	38845	100	100	99	459	488	505	37	17	11	33	28	20	28	46	50	3	9	18
Male	70	1453	40383	100	100	98	456	487	504	37	21	14	36	25	19	24	44	47	3	10	19
African American	10	177	4171	100	100	98	NA	468	485	NA	24	20	NA	38	26	NA	35	44	NA	3	10
Hispanic	100	1226	32673	100	100	99	457	473	487	38	25	18	35	32	25	25	39	46	2	4	10
Asian/Pacific Islander	NC	81	2147	NC	99	99	NC	518	539	NC	11	5	NC	12	10	NC	54	46	NC	22	40
American Indian/Alaskan Native	12	98	4034	100	99	97	461	478	479	17	20	22	50	33	29	33	43	43	NA	4	7
White	26	1191	36234	100	99	99	459	503	523	46	13	6	23	19	13	27	53	52	4	16	28
Students with Disabilities	19	459	10286	100	99	91	421	452	462	84	49	41	11	31	27	5	18	27	NA	3	5
Students without Disabilities	130	2315	69020	100	100	100	463	494	510	30	13	9	38	25	18	29	50	52	3	11	21
Limited English Proficient Students	53	471	10291	98	98	96	440	448	458	55	46	38	32	37	34	13	16	26	NA	0	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	148	1788	37437	99	99	97	458	476	486	36	23	19	34	31	26	26	41	46	3	5	9
Non-Economically Disadvantaged	NC	986	41869	NC	100	100	NC	507	521	NC	12	7	NC	17	14	NC	53	51	NC	18	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	149	2772	79000	100	100	98	455	478	489	26	14	10	36	28	24	38	53	58	1	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	79	1319	38774	100	100	99	456	484	494	25	10	7	35	26	22	38	58	61	1	6	10
Male	70	1451	40150	100	100	98	454	473	485	26	18	12	36	30	25	39	48	55	NA	5	8
African American	10	176	4153	100	100	98	NA	467	476	NA	16	13	NA	34	30	NA	48	53	NA	1	4
Hispanic	100	1225	32508	100	100	99	455	465	472	24	19	15	40	36	33	36	43	49	NA	2	3
Asian/Pacific Islander	NC	82	2142	NC	100	99	NC	497	510	NC	11	4	NC	18	14	NC	60	67	NC	11	16
American Indian/Alaskan Native	12	98	4016	100	99	96	443	463	467	25	17	14	50	32	37	25	51	46	NA	NA	2
White	26	1190	36135	100	99	98	459	494	508	35	9	4	19	19	14	42	63	67	4	9	15
Students with Disabilities	19	457	9991	100	98	88	410	440	449	84	42	33	11	36	36	5	20	29	NA	1	2
Students without Disabilities	130	2315	69009	100	100	100	462	485	495	17	9	6	39	26	22	43	59	62	1	6	10
Limited English Proficient Students	53	471	10199	98	98	95	434	435	439	36	41	35	51	45	47	13	15	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	148	1787	37234	99	99	97	455	469	472	25	17	15	36	33	33	39	48	50	1	2	3
Non-Economically Disadvantaged	NC	985	41766	NC	100	99	NC	496	505	NC	9	5	NC	19	16	NC	61	65	NC	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	149	2787	79611	100	100	99	464	484	496	15	10	7	48	39	37	37	51	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	79	1321	39016	100	100	99	474	503	511	13	6	4	44	31	29	43	63	66	NA	0	1
Male	70	1464	40519	100	100	98	453	467	482	19	14	10	51	46	44	30	40	46	NA	NA	0
African American	10	176	4188	100	100	98	NA	486	486	NA	9	9	NA	41	40	NA	50	50	NA	NA	0
Hispanic	100	1231	32855	100	100	99	468	471	481	14	13	10	49	44	43	37	43	47	NA	NA	0
Asian/Pacific Islander	NC	82	2149	NC	100	100	NC	487	519	NC	11	4	NC	29	24	NC	59	70	NC	1	2
American Indian/Alaskan Native	12	99	3992	100	100	96	479	476	478	NA	8	10	83	53	46	17	39	44	NA	NA	0
White	26	1198	36380	100	100	99	450	498	511	27	7	4	19	33	30	54	60	65	NA	0	1
Students with Disabilities	19	471	10664	100	100	94	375	426	440	63	27	23	21	56	54	16	17	22	NA	NA	1
Students without Disabilities	130	2316	68947	100	100	100	477	495	504	8	6	4	52	35	34	40	58	61	NA	0	1
Limited English Proficient Students	53	473	10362	98	99	97	438	428	438	21	25	22	64	56	57	15	20	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	148	1799	37626	99	100	98	464	475	479	15	11	10	48	42	45	37	46	45	NA	0	0
Non-Economically Disadvantaged	NC	988	41985	NC	100	100	NC	500	511	NC	7	4	NC	32	30	NC	61	65	NC	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	132	2675	79327	99	100	98	486	505	518	35	25	19	24	22	20	39	43	46	2	11	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	1240	38961	98	100	98	493	507	520	32	23	16	22	21	20	43	46	48	3	10	16
Male	72	1435	40295	99	100	97	480	504	516	38	26	21	26	22	19	35	40	44	1	11	16
African American	15	184	4247	94	100	98	465	488	499	53	34	27	13	22	24	33	39	41	NA	5	8
Hispanic	82	1153	32327	99	99	98	487	488	499	33	34	27	26	26	25	39	35	41	2	4	8
Asian/Pacific Islander	NC	73	1939	NC	97	99	NC	517	556	NC	12	6	NC	23	10	NC	53	47	NC	11	36
American Indian/Alaskan Native	NC	114	4391	NC	100	96	NC	491	489	NC	32	32	NC	29	27	NC	34	36	NC	4	4
White	25	1151	36373	100	100	98	500	526	538	24	14	10	28	17	14	44	50	52	4	19	25
Students with Disabilities	20	339	9321	100	98	87	446	461	467	70	61	54	15	20	22	15	17	21	NA	2	3
Students without Disabilities	112	2336	70006	98	100	100	493	511	524	29	19	14	26	22	19	43	46	49	3	12	18
Limited English Proficient Students	30	408	9431	97	99	95	457	456	466	60	64	53	33	24	27	7	11	18	NA	0	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	132	1696	37097	99	99	97	486	492	498	35	31	27	24	24	25	39	39	41	2	6	7
Non-Economically Disadvantaged	--	979	42230	--	100	99	--	528	535	--	14	11	--	17	15	--	49	50	--	20	24

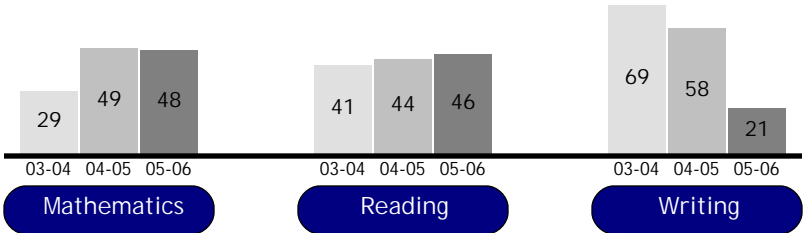
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	132	2672	79501	99	100	98	470	490	497	27	14	10	29	27	25	44	56	60	1	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	1239	39062	98	100	99	483	497	502	17	11	8	28	25	23	53	60	64	2	4	5
Male	72	1433	40368	99	100	98	459	484	491	35	16	13	29	29	27	36	52	57	NA	3	3
African American	15	183	4279	94	100	99	457	476	485	33	17	14	33	33	30	33	49	54	NA	1	2
Hispanic	82	1152	32389	99	99	98	466	473	478	30	21	16	28	34	34	41	43	48	NA	1	1
Asian/Pacific Islander	NC	73	1936	NC	97	99	NC	490	519	NC	10	3	NC	30	14	NC	58	73	NC	3	9
American Indian/Alaskan Native	NC	114	4401	NC	100	96	NC	480	473	NC	14	17	NC	41	40	NC	44	43	NC	1	1
White	25	1150	36446	100	100	99	494	509	516	16	6	4	16	18	15	64	70	73	4	7	7
Students with Disabilities	20	336	9411	100	97	88	418	448	453	85	46	36	5	32	36	10	20	26	NA	1	1
Students without Disabilities	112	2336	70090	98	100	100	479	496	502	16	9	7	33	26	24	50	61	65	1	4	5
Limited English Proficient Students	30	407	9401	97	99	94	429	437	443	63	50	40	30	39	46	7	11	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	132	1694	37183	99	99	97	470	478	479	27	18	16	29	33	34	44	48	49	1	1	1
Non-Economically Disadvantaged	--	978	42318	--	100	99	--	510	513	--	7	5	--	18	17	--	68	70	--	7	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	132	2680	80000	99	100	99	556	561	564	2	4	3	16	10	11	73	78	75	9	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	59	1239	39288	97	100	99	572	579	579	3	2	2	8	5	6	75	81	77	14	13	16
Male	73	1441	40644	100	100	98	542	546	549	1	5	4	22	15	15	71	75	74	5	5	7
African American	15	185	4307	94	100	99	517	541	551	13	8	4	20	12	13	60	76	75	7	4	7
Hispanic	82	1152	32672	99	99	99	558	549	548	1	5	4	13	12	14	77	78	76	9	5	6
Asian/Pacific Islander	NC	73	1945	NC	97	99	NC	569	592	NC	5	1	NC	4	4	NC	78	69	NC	12	25
American Indian/Alaskan Native	NC	114	4424	NC	100	97	NC	570	549	NC	NA	3	NC	6	14	NC	88	77	NC	6	5
White	25	1156	36602	100	100	99	561	575	579	NA	2	2	20	9	7	72	76	75	8	13	16
Students with Disabilities	20	345	9919	100	100	93	493	504	505	10	10	9	40	33	35	50	54	54	NA	3	2
Students without Disabilities	112	2335	70081	98	100	100	567	569	571	1	3	2	12	7	7	77	81	79	11	9	12
Limited English Proficient Students	29	405	9571	94	98	96	514	495	502	3	14	10	28	24	29	69	62	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	132	1700	37534	99	99	98	556	551	547	2	4	4	16	12	15	73	78	76	9	6	5
Non-Economically Disadvantaged	--	980	42466	--	100	100	--	578	578	--	3	2	--	7	7	--	77	75	--	14	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	94	44	NA	58	99	30	40	47	99	16	35	46
	Language	94	38	44	50	97	33	40	47	99	15	35	48
	Mathematics	98	42	57	64	100	31	41	50	99	17	39	52
3	Reading	95	29	NA	55	98	28	40	44	98	27	37	46
	Language	97	36	56	61	98	32	40	44	98	30	39	46
	Mathematics	97	36	53	61	99	35	44	51	98	28	43	52
4	Reading	96	36	NA	56	100	31	42	48	99	30	44	52
	Language	99	40	48	52	100	32	44	49	99	32	44	52
	Mathematics	99	44	54	61	100	34	45	53	99	37	48	58
5	Reading	97	34	NA	55	100	38	47	50	100	30	48	56
	Language	96	33	45	49	100	36	48	50	100	24	44	54
	Mathematics	96	43	57	63	99	30	44	49	100	22	41	52
6	Reading	94	31	NA	56	100	30	48	51	100	35	52	56
	Language	96	22	44	48	100	27	45	47	100	30	46	50
	Mathematics	99	37	60	66	100	29	46	52	100	30	50	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Washington Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- ü To facilitate school improvement
- ü To address short-term needs
- ü To develop increased communications
- ü To facilitate budget implementation
- ü To engage in shared decision-making
- ü To facilitate staff selection

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	62.50
Other Professional Staff	5.00	Teacher Aide	23.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	0	0	0
4 to 6 years	9	5	1	0
7 to 9 years	8	2	0	0
10 or more years	13	11	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	99
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	1%

Resources Available at School Site

Special Facilities

- ü Art/Music/PE/Library Facilities
- ü Literacy Lab
- ü Computer/Technology Lab

Extracurricular Activities

- ü Student Council
- ü Basketball Boys/Girls
- ü Peer Mediation
- ü Cross Country Team
- ü Computer Club
- ü Homework Club

Social Services

- ü Business Partners
- ü Parenting Classes
- ü After School Academic Program
- ü Counseling Services
- ü Parks and Recreation Program
- ü Adult Education

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Implemented the new student discipline procedures that are fair and relevant to established standards for student behavior.

- ü Implemented activities designed to teach instructional strategies which assisted teachers in meeting our students' diverse academic needs.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	90	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Washington School District's Crisis Team has examined every aspect of operations in the District to create safe, secure campuses. Comprehensive crisis management plans have been developed for each campus. Schools hold regular fire and lockdown drills, and conduct tabletop crisis drills. In addition, school counselors are ready to respond to a campus to provide support for students or adults during a crisis. WESD is committed to providing a safe atmosphere conducive to student learning.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

5

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	David McNeil	(602) 347-3400
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	David Caldwell	(602) 896-6803
Parent Organization	Jeff Spellman	(602) 347-3400
Student Health/Nurse	Andrea Musack	(602) 347-3410

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.